



Shirwell Community Primary School

Behaviour Policy

Rationale

All staff, both teaching and non-teaching, contribute daily in creating a positive atmosphere of learning and security based on a sense of community and shared values. In our pastoral role we promote the values of mutual respect, self-discipline and social responsibility in our pupils, which underline good behaviour.

This policy seeks to help all within the school to make the decision to do their best at all times and show respect for themselves, others and all property and belongings.

The purpose of the behaviour policy and how this contributes to the school's aims

- to make clear to all the high expectations the school holds
- to provide an atmosphere in which children strive to fulfil their potential, not least as responsible members of the school community
- to maximise teachers' teaching time and minimise the amount of time teachers need to spend dealing with discipline matters;
- to have a common approach throughout the school for dealing with behaviour, which both teaching and non-teaching staff can use. In turn, this will provide children with a framework in which consistency and clarity of expectations regarding their behaviour can be reinforced.

Expectations of behaviour

Respect for others

We expect a positive and caring attitude to be shown at all times. This means that we should listen to each other, showing courtesy towards everyone. This includes no physical or verbal abuse and being able to show sensitivity to others' needs and beliefs.

Respect for property

We expect that our own, other peoples' and school property will be looked after properly. This means that all personal belongings, work or achievements, equipment and the school building should be treated with care.

Respect for self

We all need to value ourselves and with a degree of modesty, feel proud of our achievements, whether individually or as a member of a group. This means working hard, concentrating, staying on task and finishing the work set, whilst trying to do the best we possibly can.

Acceptable standards of behaviour, work and respect depend on the example set by us all:

- we all have positive contributions to make;
- good order has to be worked for - it does not simply happen;
- set high standards and apply rules firmly and fairly;
- deal with all inappropriate behaviour - to ignore it is to condone it;

- expect to give and to receive respect;
- treat everyone as an individual.

Procedures and practices

Certain procedures and practices have been agreed in the school to promote good behaviour:

We have four school rules, formed in discussion with the student governors:

- We come to the classroom to learn. Think about yourself and others and always try and do your best learning;
- Respect all the people in your school. We do not allow bullying of any kind;
- Listen to others, let others join in. We have lots of different ages and we must all work together to achieve our best;
- Mistakes help our brains grow. Always try and challenge yourself and do not be scared of getting things wrong.

Staff and parents are asked to help the children identify how these rules should impact on their behaviour in different situations around the school.

Class rules

Additional procedures may be put in place in individual classrooms, children work together to formulate their class rules.

Create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons generate good behaviour and earn respect:

- be prepared for every lesson;
- keep everyone occupied and interested;
- extend and motivate all pupils;
- encourage the children to talk about their work- confidence in discussion is important;
- keep an attractive, clean and tidy room as it reflects your standards;
- maintain interesting, stimulating displays.

Rewards

We use a number of rewards to encourage children to behave well and strive to do their best:

- adults give children verbal and written praise on a regular basis;
- children are given the opportunity to share their success or good work;
- children's successes are shared in celebration assembly
- children may be given Dojo Points
- we consider it important to inform parents of their child's progress and success. This may be via e-mail or Class Dojo or by talking directly with the parent.

Sanctions

Sanctions are applied according to the severity of the unacceptable behaviour, and are intended, whenever possible, to be constructive as well as corrective. The views of the children will always be taken into account and the consequences of their actions and reason for the sanction explained to them.

We operate a “card” system of Yellow, Orange and Red cards. This is shared by all teaching and non-teaching staff to promote consistency of expectation through the school. Note that to make this manageable the system is vocal and the staff no longer carry physical cards.

- Yellow - a warning that a certain behaviour is unacceptable. This may only last for a part of the day for example a lesson or a lunch break.
- Orange – a sanction. The pupil will lose a part of their break due to their behaviour. This is reported to the headteacher.
- Red – The pupil’s behaviour is unacceptable. The child will be moved away to another part of the classroom or playground, or just outside the classroom for ‘cooling off’ time; or sent to the headteacher. The headteacher will inform parents of the pupils behaviour.

If the event/behaviour is deemed serious:

- parents will be informed, by telephone or in writing, of any incident considered to be serious. This will also include parents of any ‘victim’;
- following a serious incident or persistent unacceptable behaviour, parents will be asked to meet with the teacher and headteacher to discuss what needs to be done to improve the child’s behaviour at school. This could result in the use of a daily Contact Book, where the teacher informs the parents of the child’s behaviour and vice versa;
- where repeated problems occur with a particular child, advice and support from the LA’s Pupil Referral Service will be sought as deemed necessary;
- where an acceptable standard of behaviour is not achieved, a fixed term or permanent exclusion may be necessary as a last resort. The school will follow Department of Education procedure in this instance. <https://www.gov.uk/government/publications/school-exclusion>

Where a child has SEND procedure may be individualised. Staff will be informed by the SENDCo of any individualised behaviour plans for a pupil through conversation and via the pupils individual education plan.

Anti-Bullying

Rationale

Bullying is not a new problem. However, what is new is that we are creating a society in which all people, including the young, feel they have the right to be heard. We must contribute by giving our children the skills to speak and the knowledge about whom to consult.

This policy should be read in conjunction with:

- Child Protection Policy
- Pupil Discipline Policy
- E-safety Policy

What do we mean by bullying?

The most obvious forms of bullying are violent and physical. However, bullying can involve threats, teasing, interfering with belongings, cyberbullying, sexually or racially offensive conduct, ridicule, the invasion of privacy, vandalism and intimidation. All of these experienced by a young person may be

equally damaging. The bullying may also show itself in more subtle ways such as name-calling and children excluding others from games or activities. Each of these bullying activities has in common the intention by one child or a group of children to inflict a damaging effect upon the other. All forms of bullying have a deliberate intent to harm, mentally, physically or emotionally. Bullying is a frequently persistent and planned activity.

Bullying is not the same as fighting between two children or groups of children.

Bullying must be viewed from the perception of the victim and not that of the bystander. What appears as happy teasing to a bystander may be extremely painful to the victim.

Every pupil has the right to feel safe and secure whilst at school.

Whole school approaches to bullying

The school will highlight bullying problem to all pupils in the Autumn Term. Children will examine the antecedence and consequences of bullying in order to gain a greater understanding of the problem. These objectives will continue throughout the school year.

Some of the following may be a starting point:

- Policy and agreed practices are applied consistently by all staff in every circumstance
- Parents, the governors and pupils are part of the means by which the schools' policy is applied
- Circle time
- Training for meal-time assistants and learning support assistants
- Provision of alternative play and leisure areas
- Conflict resolution strategies
- Peer support and mediation

Early signs of bullying

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness / anxiety / fear
- Late arrivals
- Bed wetting

Framework for anti-bullying policy

- Encourage the caring and nurturing side of children
- Work for a caring, co-operative ethos
- Discuss friendships
- Ensure adequate supervision on the playground
- Positively encourage caring and discourage bullying

- Encourage children to talk about incidents which may have happened to them or which they may have seen which could be bullying

Informal procedure

- Stress that watching and doing nothing is supporting
- Be aware and tackle any racist or sexist language
- Give support to both victim and bully:
 - Victim: needs self-esteem and self-value
 - Bully: needs to work with others i.e do not bully the bully
- Reward non-aggressive behaviour in school
- Follow-up, to support victim and prevent re-occurrence
- Make clear to parent unacceptability of bullying i.e. no 'hit him back' attitude
- Use peer group pressure and approbation and disapproval
- Help children to see other point of view i.e. 'how would you feel if.....?' Make them aware of newcomers / loners / shy children
- In-service training / discussion / staff conferences

Formal procedure

- All complaints to be reported to Headteacher
- All incidents and discussions with children involved to be recorded and filed
- Parents involved: action taken explained and reasons given
what parents can do to reinforce and support
- Sanctions outlined in the school's Behaviour Policy will be implemented

If further action is required:

- Report to Governors
- Official complaints procedure

Review

This policy will be reviewed in line with the school's policy review programme.